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ONOMY OF LANGUAGE IX OBJECTIVES WITH ILLUSTRATIVE TEST ITEMS: A SUMMARY DESCRIPTION

(FIRST EDITION)

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R HIGH SCHOOL EXAMINATIONS BOARD

DEPARTMENT OF EDUCATION

EDMONTON, ALBERTA

March, 1968

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TAXONOMY OF LANGUAGE IX OBJECTIVES WITH ILLUSTRATIVE TEST ITEMS: A SUMMARY DESCRIPTION

(FIRST EDITION)

Prepared At The Direction Of
THE JUNIOR HIGH SCHOOL EXAMINATIONS BOARD
DEPARTMENT OF EDUCATION

EDMONTON, ALBERTA
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ACKNOWLEDGEMENT

This booklet was prepared by a special committee appointed by the Junior High School Examinations Board. The committee consisted of the following members:

Dr. V. R. Nyberg ..... Faculty of Education, U. of A., Edmonton
Chairman

Ray Barson ..... McCauley Junior High School, Edmonton

Mrs. Patricia Campbell .... Wellington Junior High School, Edmonton

John Derrick ..... St. Alphonsus Junior High School, Calgary

G. D. Mattson ..... Camrose Junior High School, Camrose

Miss Rosemarie Meidinger .. St. Michael's Junior High School, Calgary

Mrs. G. A. Phillips ..... Tofield Junior High School, Tofield

A. W. Youngberg ..... Garneau Junior High School, Edmonton

FOREWARD

This pamphlet has been prepared in an attempt to adapt the principles of Bloom's Taxonomy of Educational Objectives: Handbook I[1] to the objectives of the existing program of Grade Nine Language as outlined in the Program of Studies for Junior High Schools of Alberta, 1963. Though this language outline is presently based on the text Words and Ideas, Book III by Baker and Campbell, it must be realized that this taxonomy can be adapted to the revised program using Just English, Book III by Chorny, Kostek and Weston and Patterns for Writing, Book III by Dashwood-Jones.

This edition includes objectives on structural grammar in accordance with the program based on the Dashwood-Jones texts followed in junior high schools of Alberta. However, because traditional grammar still holds some significant place in classroom instruction, it has also received consideration in this taxonomy.

It is expected that the Grade Nine Language Examinations Committee, as a separate and distinct committee, will incorporate the principles of this taxonomy as is deemed necessary in developing the Grade Nine Departmental Examinations.

To simplify the principles as outlined by Bloom in accordance with the objectives of the language program, this pamphlet has been prepared in three parts as shown:

	Title	Purpose
Part I	Interrelationship of Objectives, Teaching and Evaluation	To clarify the inter-relationships that exist between general objectives and testing. To state the general objectives of Grade IX Language.
Part II	Outline of Bloom's Taxonomy	To explain Bloom's system of classifying educational objectives in the field of knowledge.
Part III	Specific Objectives and Illustrative Test Items	To supply teachers with a broad base of specific objectives useful in deciding day-to-day activities, and to give sample test items that help teachers understand the specific objectives.

[1] Bloom, B. S. (ed.), Taxonomy of Educational Objectives The Classification of Educational Goals, Handbook I: Cognitive Domain, New York: David McKay Company, Inc., 1956.

A blueprint of the Grade IX Language Examination has not been incorporated in this pamphlet. Such a plan is subject to annual revision by the Committee of Examiners and therefore not the concern of the committee constructing this taxonomy. It is hoped that a test blueprint will be prepared and distributed by the Junior High School Examinations Board.

PART I
INTERRELATIONSHIP OF OBJECTIVES, TEACHING AND EVALUATION

The process of teaching consists primarily of three tasks. The first is formulating the general, specific and operational objectives of a course; the second is teaching towards these objectives in the most effective and efficient manner; the third is evaluating the progress of the pupils towards these objectives. Teachers who have a clear conception of the objectives of a course or a course unit will be more effective in the classroom and will be more accurate in their evaluation of pupil achievement.

The current curriculum guides* state the objectives of the junior high school program.

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* Curriculum Guide for Social Studies and Language, 1966
Junior High School Curriculum Guide for Language, 1967

OBJECTIVES OF GRADE IX LANGUAGE

The basic function of any language is the communication of ideas. Society seeks to promote the effectiveness of its language by formalizing instruction in order to facilitate accurate, concise and effective expression of ideas and feelings. While a formal language program at any level must concern itself with the development of language skills which may be allied to communication situations, a major emphasis must be to develop in the student an appreciation of the power of language. The effective teacher of language will respect the ideas of each student and encourage him to express these ideas as forcefully as he can. As the means of communication, language is one subject which carries over into all areas of living.

The general objective of the present grade nine program is to enable students to speak and write clearly and acceptably, as well as to enable them to read and listen with purpose, accuracy and discrimination. To achieve this general objective, the language program has been subdivided into a series of more specific objectives. These objectives are:

1. The achievement of form and order in the expression of ideas.
2. The achievement of clear, varied, lively and appropriate sentences.
3. The improvement of other skills necessary for general competence in the use of language.
4. The development of understandings about language and the relation of these understandings to the uses of language.

For purposes of teaching and evaluation, it is desirable that the four specific objectives stated above be refined into operational objectives. These are stated below in terms of student behavior in order to simplify the task of constructing test items. The attainment of these objectives requires that the student

1. uses a variety of simple, compound, and complex sentences in spoken and written language.
2. uses expository, descriptive and narrative paragraphs.
3. organizes and writes a theme consisting of several paragraphs.
4. improves sentences in a paragraph by using selected structural devices.
5. uses various methods of organization to develop paragraphs.
6. selects and evaluates ideas from printed materials and organizes and expresses them in written form.

7. extracts information from references and other printed materials including:
    a. Textbooks
    b. Dictionaries
    c. Enclyclopedias
    d. Newspapers and other reference materials
8. employs acceptable punctuation and capitalization.
9. incorporates language skills in business procedures and correspondence.
10. evaluates the reliability of fact and fiction language.

PART II
OUTLINE OF BLOOM'S TAXONOMY

As used in the present context, a general objective is a statement of aims basic to the Language IX program. Specific objectives are subdivisions of the general objective that provide some detail as to how the general objective is to be achieved. The expectations given in the Language Curriculum Guide are examples of operational objectives which designate precise language skills to be developed. Operational objectives, which act as a practical guide for day-to-day instruction, are the most appropriate type of objective to which test items can be directed. Because of their importance to both instruction and evaluation, close range operational objectives along with corresponding test items receive primary emphasis in this taxonomy.

Bloom and his associates developed a system for classifying educational objectives in terms of the level of pupil thinking involved. The system serves various purposes, one of which is to provide clear definitions of terms used to describe thought processes. Words such as "understanding", "analysis", and "evaluation" are defined in terms of student behavior. Examples of operational objectives and test items directed towards these thought processes are provided. A second purpose of the taxonomy is to establish a hierarchy of thought processes ranging from simple recall of meanings of terms to evaluation of a complete work. The system is intended to be exhaustive: every objective and every test item in the cognitive domain, the field of gaining and using knowledge, can be fitted into one of the categories of the classification system. Another purpose is to assist teachers in constructing tests by relating test items to course objectives.

There are two major divisions of the cognitive domain -- Knowledge, and Intellectual Skills and Abilities. The latter is subdivided into the categories of Comprehension, Application, Analysis, Synthesis and Evaluation. Comprehension serves as a transitional area of understanding between Knowledge and the remaining categories.

Application, Analysis, Synthesis, and Evaluation may be classed as higher mental processes in which the student must not only know and understand a concept but use it in new and meaningful ways. The table below shows the divisions and subdivisions of Bloom's Taxonomy. More elaborate explanations and further subdivisions of these categories, along with illustrative objectives and test items, follow in Part III of this taxonomy.

Knowledge

1.00 Knowledge
- 1.10 Knowledge of Specifics
  - 1.11 Knowledge of terminology
  - 1.12 Knowledge of specific facts
- 1.20 Knowledge of Ways and Means of Dealing with Specifics
  - 1.21 Knowledge of conventions
  - 1.22 Knowledge of trends and sequences
  - 1.23 Knowledge of classifications and categories
  - 1.24 Knowledge of criteria
  - 1.25 Knowledge of methodology
- 1.30 Knowledge of the Universals and Abstractions in a Field
  - 1.31 Knowledge of principles and generalizations
  - 1.32 Knowledge of theories and structures

Intellectual Skills and Abilities

2.00 Comprehension
- 2.10 Translation
- 2.20 Interpretation
- 2.30 Extrapolation

3.00 Application

4.00 Analysis
- 4.10 Analysis of Elements
- 4.20 Analysis of Relationships
- 4.30 Analysis of Organizational Principles

5.00 Synthesis
- 5.10 Production of a Unique Communication
- 5.20 Production of a Plan or Proposed Set of Operations
- 5.30 Derivation of a Set of Abstract Relations

6.00 Evaluation
- 6.10 Judgment in Terms of Internal Evidence
- 6.20 Judgment in Terms of External Criteria

VALUE OF THIS "TAXONOMY" TO TEACHERS

This pamphlet presents an adaptation of Bloom's Taxonomy to Grade IX Language; that is, the objectives of Grade IX Language are broken down and classified according to Bloom's system. Teachers who familiarize themselves with this taxonomy should gain a broadened perspective of what may be accomplished in teaching and how achievement may be evaluated.

A teacher may use this adaptation to assist in evaluating the effectiveness of his own teaching. If he classifies his operational objectives, he can readily determine what levels of thinking he expects the students to master; if he classifies his test items, he can determine the degree to which the students have reached the objectives.

Problems of Classification

Teachers should be cautioned that it is not always easy to assign either an educational objective or a test item to a distinct and clear-cut category. This fact, however, does not detract from the value of attempting accurate classification. At the outset it is important to stress that the classification of any particular operational objective or of any particular test item is NOT determined by the mental activities used by the teacher in arriving at a desired goal or the answer to a problem. What is considered in all cases is the thought process that the student must utilize.

Usually, well defined operational objectives can be classified quite consistently. The classification, however, of test items used for evaluating these objectives is more difficult. When the depth of thinking required by a question is being judged, two additional factors must be considered: (1) the student's previous knowledge and experience related to the question, and (2) instructional procedures used in presenting the materials.

Because these factors may vary even among students within the same classroom, classification judgments must be made on the basis of what the individual teacher considers to be the 'average' student. That is, the teacher must judge what thought processes will be used by most pupils in their responses to an item. Normally this will result in a close enough approximation to all students of a particular class or grade.

However, it is well to keep in mind that any particular test item may demand a different level of thought for one student than for another, and that teacher opinion about its classification may vary. Exposure to enriched or different types of experience or instruction may enable one student to answer a question on the basis of memory alone since to him the task is already familiar, while another student may have to call upon skills and abilities of a higher nature to answer the same question because his experience has not previously included the task. It should also be kept in mind that for classification purposes, objectives as well as test items are to be assigned to the highest category represented, since it is automatically assumed that processes involved at lower levels are also included. For instance, in order to apply, a student must understand, and to understand he must remember.

Teachers might assume that test items at lower levels (for example, Knowledge and Comprehension) should be emphasized when testing less able students, and that items at higher levels (such as Application and Synthesis) should be emphasized when testing more able students. However, each of Bloom's categories can be represented by either simple or complex items applicable to almost any level of ability. Teachers are encouraged to implement a wide range of objectives in both teaching and testing.

Teachers are encouraged to refer to other sources of ideas related to the understanding and application of principles underlying the present taxonomy. These include publications such as a booklet by Sanders[1] and "Summary Descriptions" [2, 3, 4], with their respective supplements, available from the Department of Education. Although these works apply to different school subjects, many of the approaches to classification and questioning, and many types of illustrative items are adaptable to Grade IX Language. Further study of the handbook by Bloom will lead to a deeper insight into the principles that the present taxonomy attempts to present in such a confined space.

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1. Sanders, Norris M., Classroom Questions: What Kinds?
2. Summary Description of Grade Nine Social Studies Objectives and Test Items (First Edition)
3. Summary Description of Grade Nine Science Objectives and Test Items (Revised Edition)
4. Summary Description of Grade Nine Literature Objectives, Test Items and Blueprint

PART III

SPECIFIC OBJECTIVES AND ILLUSTRATIVE TEST ITEMS

1.00 KNOWLEDGE

The category labelled KNOWLEDGE in Bloom's Taxonomy includes objectives that require students to do no more than remember. In addition to objectives requiring certain recall are those in which students must recognize a task as a slight variation of one employed in an earlier situation. Three distinct levels of knowledge, ranging from the specific and concrete to the complex and abstract, are described by Bloom. The table below shows the three levels, arranged in order of increasing complexity.

CATEGORIES	INTENDED BEHAVIORS
1.10 Knowledge of Specifics	Remembers bits of isolable information
1.11 Knowledge of Terminology	Defines the terms specific to the field of language
1.12 Knowledge of Specific Facts	Recalls items of information such as dates, sources of information, and exceptions to conventions
1.20 Knowledge of Ways and Means of Dealing with Specifics	Knows of existence and possible use of methods, standards, and forms used to discover, judge and classify the specifics of language
1.21 Knowledge of Conventions	Knows the accepted forms of speaking and writing
1.22 Knowledge of Trends and Sequences	Knows the order in which ideas should be stated
1.23 Knowledge of Classifications and Categories	Knows the categories and arrangements that are used to describe the structure of language
1.24 Knowledge of Criteria	Knows the criteria by which the quality of a communication can be judged
1.25 Knowledge of Methodology	Knows techniques and procedures used to study language
1.30 Knowledge of the Universals and Abstractions in a Field	Recognizes correct version of large structures, theories, and generalizations
1.31 Knowledge of Principles and Generalizations	Knows specific abstractions which summarize the details of language

1.10 Knowledge of Specifics

The student is required to know the terms and symbols used in language as well as related specific facts such as those provided in the text. Because the real measure of a student's mastery of language is how he uses it, the mere knowledge of specifics should not receive undue attention in teaching nor in testing. Two subcategories of this classification are defined by Bloom. These are described below.

1.11 Knowledge of Terminology

Any field of knowledge has associated with it a number of terms that have particular meaning to that field. There are many such terms connected with language and the student is expected to master a number of them. Knowledge of common English words is included in this category.

Some Objectives

1. The student defines terms and concepts used in language when referring to
   - (a) words and word parts .....(see item 1 below)
   - (b) sentence efficiency and variety
   - (c) paragraph (multi-paragraph) purpose and development
   - (d) business procedure
   - (e) business letters .....(see item 2 below)
   - (f) fact and figurative language
   - (g) reference materials .....(see item 3)
2. The student develops a vocabulary appropriate to his grade level.
3. The student uses a large number of words in their common range of meaning .....(see item 4)

Some Items

1. A word may have a variety of meanings depending on
   - A. sound
   - B. spelling
   - * C. context
   - D. origin
2. Which of the following terms refers to a type of punctuation used in a business letter?
   - A. block
   - B. semi-block
   - * C. closed
   - D. indented

3. The listing of the same or similar information under several headings constitutes a system known as

   * A. cross reference
   B. table of contents
   C. glossary
   D. alphabetical order

4. The word "base" can NOT be used to mean

   A. cowardly
   B. pedestal
   C. station
   * D. tabulate

1.12 Knowledge of Specific Facts

In addition to the terms connected with a field of knowledge, there are a large number of facts to be remembered. In the area of language these facts have to do with the interrelationships of the terms. The student is taught these facts and is expected to remember them.

Some Objectives

1. The student recalls facts related to

   (a) words and word parts
   (b) sentence efficiency and variety
   (c) paragraph (multi-paragraph) purpose and development .....(see item 1)
   (d) business procedure .....(see item 2)
   (e) business letters
   (f) fact and figurative language
   (g) reference materials

2. The student recognizes the sources of the English language .....(see item 3)

3. The student recognizes the meanings of abbreviations and symbols .....(see item 4)

Some Items

1. An example of a transitional device is a (an)

   A. linking verb
   B. principal clause
   C. object
   * D. pronoun

2. Minutes are similar to reports in that they are

   A. personal
   B. incidental
   C. informal
   * D. impersonal

3. The English language has borrowed the most words from

   * A. French
   B. Italian
   C. German
   D. Danish

4. The dictionary symbol for compare is

   A. ∠
   * B. cf
   C. =
   D. v.t.

1.20 Knowledge of Ways and Means of Dealing with Specifics

The student is expected to know the ways of organizing and studying the material in a subject. This sub-category does not include objectives requiring students to practice the methods, but rather to be aware of their nature. Knowledge of correct form in written and spoken English is one objective that would appear in this classification. Five sub-categories, as shown below, are described by Bloom.

1.21 Knowledge of Conventions

The student is required to know the characteristic styles and practices of speaking and writing for various purposes. Although some of the conventions may be present because of tradition rather than usefulness, a knowledgeable student is expected to remember them.

Some Objectives

1. The student recognizes correct punctuation and syllabication .....(see item 1)
2. The student recognizes correct English usage .....(see item 2)
3. The student recognizes the correct form of a business letter .....(see item 3)

Some Items

1. One should separate an appositive from the rest of the sentence by

   A. brackets
   B. semi-colons
   * C. commas
   D. colons

2. Which of these verbs does NOT agree with a singular noun?

   A. runs
   B. jumped
   * C. laugh
   D. enjoys

3. In a business letter, the inside address is the same as the

   A. heading
   * B. address on the envelope
   C. closing
   D. return address

1.22 Knowledge of Trends and Sequences

In the area of language, this sub-category contains objectives and test items that require students to know the order in which certain events must be placed because of a causal relationship that exists among them.

Some Objectives

1. The student recognizes that language is gradually changing .....(see items 1 and 2)

2. The student recognizes that direction of thought is indicated by the choice of connectives ..(see item 3)

Some Items

1. Which of the following would be the most appropriate criterion for judging proper speech?

   A. grammatical rules
   * B. acceptable usage
   C. correct sound
   D. proper patterning

2. Which of the following cannot be changed to another part of speech by a shift in accent?

   A. produce
   B. record
   C. protest
   * D. procure

3. The best connective to be used in a paragraph developed by cause and effect is

   A. then
   B. however
   C. but
   * D. therefore

1.23 Knowledge of Classifications and Categories

Students are expected to know the classes and the arrangements into which specialists have divided our language. Teachers are cautioned that this sub-category does not include application, which is a higher mental process.

Some Objectives

1. The student classifies sentences according to type of statement and type of construction .....(see items 1 and 2)

2. The student classifies words according to function and structure .....(see items 3 and 4)

3. The student classifies references, according to the types of information they provide .....(see item 5)

Some Items

1. Which of the following terms does not apply to types of statements?

   A. declarative
   B. imperative
   C. interrogative
   * D. compound

2. Inverted sentence order requires

   A. placing the subject before the predicate
   * B. placing the predicate before the subject
   C. placing the object first
   D. using a subordinate clause followed by a principal clause

3. Which of the following is the objective form of a pronoun?

   A. who
   B. whose
   * C. whom
   D. who's

4. Which suffix is NOT generally a noun ending?

   A. --tion
   B. --ence
   C. --ity
   * D. --able

5. The value in dollars of Canada's exports to Latin American countries would most likely be found in

   A. The Canadian Almanac and Directory
   B. The Reader's Digest
   * C. The Canada Year Book
   D. Within Our Borders

1.24 Knowledge of Criteria

This sub-category requires that students know the rules to be followed in judging the quality of a communication. Here, once more, only knowledge of the criteria is expected, not its application, which is a higher mental process.

Some Objectives

1. The student knows the criteria used in judging the clarity of both sentences and paragraphs .....(see item 1)

2. The student recognizes the criteria used for judging variety in sentences .....(see item 2)

3. The student recognizes the criteria used for judging the suitability of language to the situation in which it is used .....(see item 3)

4. The student recognizes the accepted criteria for judging the validity of a communication ...(see item 4)

Some Items

1. For greatest clarity, a paragraph must consist of sentences properly characterized by all of the following EXCEPT

   * A. variety
   B. order
   C. unity
   D. structure

2. Did Tom Sawyer ever succeed in finding the treasure hidden by Injun Joe? Read the book to find out. It will be a rewarding experience for you.

   The above passage contains examples of sentence variety within a paragraph. To attain this variety, variation has been used in all of the following EXCEPT

   A. type of sentence
   B. length of sentence
   C. sentence order
   * D. voice of verb

3. I regret that I cannot attend.

   The language in the above sentence is

   * A. formal
   B. informal
   C. colloquial
   D. archaic

4. Which one of the following questions does NOT help to judge the validity of a statement?

   A. Can it be proven?
   * B. Do you agree with it?
   C. Is it logical?
   D. Is it specific?

1.25 Knowledge of Methodology

This classification includes knowing the methods of inquiry employed when language is being studied. Applying these methods is a skill higher than that required under this heading. Objectives and test items involving no more than knowledge should be placed in this category.

Some Objectives

1. The student knows the techniques by which a dictionary can best be utilized .....(see item 1)

2. The student knows the procedures to be followed in a business meeting .....(see item 2)

3. The student knows the method of constructing an effective topical outline .....(see item 3)

Some Items

1. Which of the following dictionary aids is MOST useful for finding words quickly?

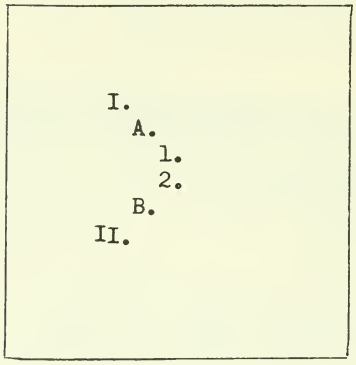
   A. numbered pages
   B. index
   * C. guide words
   D. entry words in dark print

2. Which one of the following is NOT a method of amending a motion?

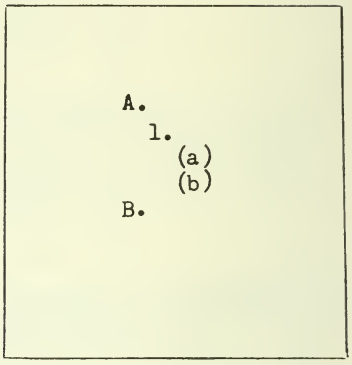
   A. deleting
   B. adding
   * C. suggesting
   D. substituting

3. Which of the following is the proper system of developing an outline for three orders of ideas?

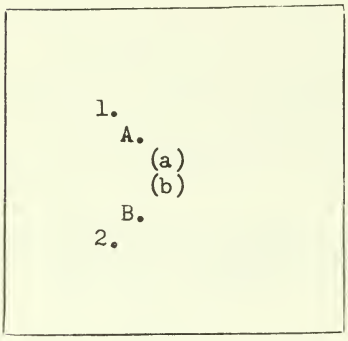
*A.



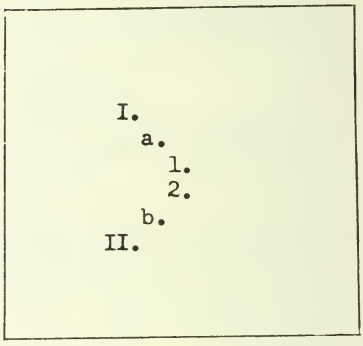
B.



C.



D.



1.30 Knowledge of Universals and Abstractions in a Field

This category, highest of the three under the general heading of KNOWLEDGE, includes knowledge of major schemes by which ideas are organized. Bloom defined two sub-categories under this general heading. The one entitled "Knowledge of Principles and Generalizations" is of some value for Grade IX Language, particularly in the field of structural grammar. Included in this sub-category are abstractions which describe or explain how language is organized.

1.31 Knowledge of Principles and Generalizations

In any broad field of knowledge there are abstractions or general statements that summarize a great deal of factual information. Although generalizations in the physical sciences are easier to identify, they are also present in language. At this level of thinking a student is expected to know the principles but not to demonstrate that he can apply them in a problem situation.

Some Objectives

1. The student is aware of the form classes and structure words of the English language ....(see item 1)

2. The student is aware of the sentence patterns..... (see items 2 and 3)

Some Items

1. A preposition normally occurs with a (an)

   A. adjective or adverb
   B. verb or adverb
   * C. noun or pronoun
   D. intensifier or article

2. Which of the following may NOT function as part of a basic sentence pattern?

   * A. adverb
   B. adjective
   C. verb
   D. noun

3. Why are prepositional phrases not included in a basic sentence pattern?

   A. Prepositional phrases have their own sentence pattern.
   * B. Adding modifiers does not change the basic pattern.
   C. Prepositional phrases do not serve any particular function in a sentence.
   D. There are no verbs in prepositional phrases.

2.00 COMPREHENSION

Comprehension, as defined by Bloom, involves an understanding of the literal meaning of a passage as well as a simple extension beyond what is written. Complete understanding, seeing the full implications of a communication, is not expected at this level of thinking. To comprehend, a pupil may change the communication in his mind to some parallel form that has a clearer meaning for him.

Three levels of comprehension are described by Bloom. These are outlined in the table below.

CATEGORIES	INTENDED BEHAVIORS
2.10 Translation	Simple translation such as paraphrasing a communication
2.20 Interpretation	Explanation of a communication
2.30 Extrapolation	Prediction based on understanding of trends, tendencies, or conditions established in a communication

2.10 Translation

Translation, in this context, involves the expression of a communication in another form or in other terms. It is employed when an idea has to be changed from one level of abstraction to another, from one verbal form to another, or from a non-verbal form to a verbal form. Translation depends on possession of requisite knowledge and the ability to give the denoted meaning to each of the various parts of a communication.

Some Objectives

1. The student translates non-literal statements (similies, metaphors, symbolism, irony, exaggeration) into literal statements ..... (see item 1)

2. The student translates symbolic statements into oral and written material and vice versa ..... (see item 2)

3. The student uses synonyms, antonyms, and homonyms in meaningful sentences

Some Items

1. "Tied to mother's apron strings" means to

   A. confuse a person with many ideas
   B. confine to the house
   * C. keep a person dependent
   D. help with the cooking

2. Which one of the following sentences satisfies this sentence pattern? D la 2 D 3 1b 4

   * A. The boy caught the yellow ball gracefully.
   B. Gracefully the yellow ball was caught by the boy.
   C. The yellow ball was caught gracefully by the boy.
   D. The ball which was yellow was caught gracefully by the boy.

2.20 Interpretation

Interpretation involves first the part-for-part translation of a communication. Next, the essentials or main ideas must be identified and understood and the relationships between the various parts must be seen. A reordering or rearranging of ideas is then necessary so as to relate them to past experience. Caution, however, is necessary to avoid reading into a passage unwarranted interpretations.

Some Objectives

1. The student recognizes a communication as being general or specific, objective or subjective, calm or emotional, etc.

2. The student recognizes that meanings of words can be changed according to their context ..... (see items 1 and 2)

3. The student recognizes that the choice of words is important to human relations ..... (see item 3)

Some Items

1. The boy was <u>inclined</u> to be lazy.

   In the above sentence the word <u>inclined</u> means

   A. slanted
   B. compelled
   C. permitted
   * D. tended

2. Exiles crossing the Atlantic seeking sanctuary from social, political or economic distress found here not merely a refuge but a home.

   Consider the underlined word in relation to its context in the above sentence. Then select the correct synonym.
   Sanctuary

   A. nourishment
   * B. haven
   C. contentment
   D. reward

3. Which one of the following statements would be most likely to result in hostility?

   A. The young lady was as slender as a willow wand.
   * B. The young lady was as scrawny as a plucked chicken.
   C. The young lady was as thin as a rake.
   D. The young lady was as svelte as a fashion model.

2.30 Extrapolation

Extrapolation is the extension of trends beyond the given data to determine effects, implication, and consequences, which are in accordance with the facts stated in the original communication. As in interpretation, the reader must be cautious to avoid going beyond the limits intended in the communication.

Some Objectives

1. The student identifies an acceptable topic sentence for a paragraph ..... (see item 1)

2. The student develops a topic sentence into an acceptable paragraph

3. The student identifies sentences and paragraphs in which the concluding thoughts are correct extensions of the introductory ideas ..... (see item 2)

Some Items

1. What is the best topic sentence for the paragraph below?

   ..... It had none of the features we take for granted such as: great factories, large cities, highways, automobiles, airplanes, television sets, or electricity. There were only a few miles of railway along the St. Lawrence.

   A. Canada had developed greatly over the past one hundred years.
   B. Canada's progress through the years has been phenomenal.
   * C. The Canada preceding 1867 would be a strange world to us.
   D. Canada has not always been a great industrial nation.

2. What would be the best concluding statement for the paragraph below?

We think of ourselves as living in a young country, but almost a million of our homes are more than fifty years old and nearly half a million are seventy-five years old. Housing specialists say that about half a million houses need immediate major repairs.

A. Our community has many fine, new houses.
* B. Every house, of whatever age, needs a continuing program of maintenance, repair and improvement.
C. Canadian carpenters are skillful, careful workers.
D. There is a housing shortage because old houses are not habitable.

HIGHER MENTAL PROCESSES

For convenience, the remaining categories of the cognitive domain are classified under the general heading Higher Mental Processes. These include application, analysis, synthesis and evaluation. Basically, these processes deal with abilities to transfer outcomes of training to new situations, analyze a communication, develop a unique communication, and evaluate a communication. The following table clarifies these categories.

CATEGORIES	INTENDED BEHAVIORS
3.00 Application	Uses knowledge and skills in a new situation
4.00 Analysis	Identifies the elements of a communication, and their relationships to each other to make the communication a unit
4.10 Analysis of Elements	Distinguishes facts from opinions, conclusions from supporting arguments; and recognizes unstated assumptions
4.20 Analysis of Relationships	Determines the relationship between elements or sections of a communication
4.30 Analysis of Organizational Principles	Determines the structure, form or pattern of the ideas presented in a communication
5.00 Synthesis	Organizes ideas to develop a unique communication
5.10 Production of a Unique Communication	Organizes ideas to form a new communication so as to inform others of the ideas
5.20 Production of a Plan, or Proposed Set of Operations	Constructs a plan of operations to accomplish a specified task
6.00 Evaluation	Judges the value of a communication in terms of how well it achieved its purposes
6.10 Judgments in Terms of Internal Evidence	Judges a communication in terms of accuracy and consistency of the ideas expressed
6.20 Judgments in Terms of External Criteria	Judges a communication in terms of criteria broader than the field of language

3.00 Application

Application is a step beyond comprehension. To comprehend, a student must know an abstraction well enough to demonstrate its use. In the case of application the student is given a problem in which no mode of solution is specific. Without having to be prompted as to which abstraction is correct, he will apply the appropriate abstraction. He does not have to be shown how to use it in that situation. Thus, when the student shows that he understands an abstraction, he demonstrates that he comprehends. When he uses it correctly in a new situation he demonstrates application.

Testing for application requires that the emphasis be on situations new to the student. In all cases, the task should involve the use of material with which the student has not had contact, or material which restructures a familiar problem.

Some Objectives

1. The student applies conventional language principles to a new situation

Some Items

1. Suddenly we came upon a quaint cottage wandering through the forest.

   This sentence lacks clarity because of the

   A. lack of unity
   B. lack of parallel construction
   * C. misplaced modifier
   D. faulty pronoun reference

2. I want to skate to the band music.

   The infinitive in the above sentence is functioning as the

   A. subject of the verb
   B. indirect object of the verb
   C. object of the preposition
   * D. direct object of the verb

4.00 Analysis

More advanced than the skills of application are those involved in analysis. Here the emphasis is on the identification of the parts of a communication, recognition of the relationships of the parts, and their organization. The techniques used to convey the meaning or to lead to the conclusion of the communication, such as propaganda devices and figurative language, can be analysed also. Bloom describes three levels of analysis as shown below.

4.10 Analysis of Elements

A communication consists of a number of elements such as assumptions, arguments, facts, opinion, and conclusions. When a communication is being analysed by a student, he is demonstrating his skill in identifying these elements.

Some Objectives

1. The student recognizes unstated assumptions .....(see item 1)

2. The student distinguishes reliable from unreliable language.....(see item 1)

3. The student distinguishes between main and supporting ideas .....(see item 2)

Some Items

Refer to the following passage when responding to items 1 to 3.

"Do you suffer from rheumatism and arthritis? These are crippling diseases which prevent many people from working and playing. Don't let this happen to you. Ask your druggist for the new, proven Formula X. Try it on a money back guarantee basis."

1. An unstated assumption in the passage is

   A. you are suffering from a crippling disease
   B. rheumatism and arthritis are crippling diseases
   *C. Formula X relieves rheumatism and arthritis
   D. money will be refunded to an unsatisfied customer

2. The above advertisement is an example of

   A. reliable fact language
   B. unreliable fact language
   C. the language of fiction
   *D. a mixture of reliable and unreliable language

3. The main purpose of the above passage is to

   *A. sell Formula X
   B. inform the public
   C. encourage medical research
   D. lessen suffering

4.20 Analysis of Relationships

Once the elements of a communication have been identified, a student may be asked to show how the elements are related to each other. This involves determining if a writer's statements are consistent with his assumptions, if his conclusions follow from his arguments, and, if his opinions are based on stated facts. Analysis of relationships also involves determining what parts of a communication are relevant to the main theme and what parts are of incidental value.

Some Objectives

1. The student analyses the interrelationships among the ideas in a passage ....(see item 1)

2. The student distinguishes cause and effect relationships from other sequential relationships

3. The student distinguishes between relevant and irrelevant statements in support of the main thesis .....(see item 2)

4. The student detects logical fallacies in arguments .....(see item 3)

Some Items

1. Which sentence gains emphasis by subordination and position?

   A. We rushed home when we heard the news.
   B. We heard the news and rushed home.
   * C. When we heard the news, we rushed home.
   D. We rushed home to hear the news.

2. Develop a precis from the following passage. (any appropriate selection may be used)

3. Which of the following statements does NOT contain a logical fallacy?

   A. Since Tony is an Italian, he will be a valuable addition to our school choir.
   B. My parents are old-fashioned because they do not approve of hippies.
   C. The modern car has added safety features; therefore, traffic accidents are on the decline.
   * D. Repeated medical research has shown that lung cancer is linked with cigarette smoking; therefore, smoking is harmful.

4.30 Analysis of Organizational Principles

In this, the highest level of analysis, a student would be expected to identify the structure of a communication or the principles employed by the writer when he constructed it. Before a communication can be evaluated (Bloom's category 6.00) it might be necessary to analyze the pattern or structure about which the writer built his ideas.

Some Objectives

1. The student is able to see the techniques used in persuasive materials such as advertising and propaganda .....(see item 1)

2. The student is able to infer the author's point of view or bias .....(see item 2)

3. The student is able to recognize form and pattern in a composition.

Some Items

Refer to the following passage when responding to items 1 and 2.

The disinterested observer feels no concern for my people because, to one who is not personally involved, the problems of the disinherited seem trivial. However, when one's father has lost his dignity, as has mine, one would have to be insensitive not to cry out in anguish against the perpetrators of the Eskimos' vanquishment.

1. The primary technique used by the writer in this passage is

   A. cold logical argument
   * B. appeal to emotion
   C. use of colorful words
   D. exaggeration

2. The author of the above passage is a

   A. complacent civil servant
   B. disinterested observer
   C. Canadian missionary
   * D. compassionate Eskimo

5.00 Synthesis

All of the previous categories in the taxonomy are involved to some extent in the process of synthesis. In this process the student works with the elements or parts of the problem. At the same time he draws upon elements from previous experiences. These elements he combines in such a way that the product of his efforts is a pattern or structure not there before. That is, the product is a unique communication, a plan, or a set of abstract relations.

The process of analysis requires that students determine how a writer structured his ideas. In synthesis the student must demonstrate his own ability to organize ideas for a particular purpose.

Two kinds of synthesis are important at the Grade IX level. These are described below.

5.10 Production of a Unique Communication

This level of thought involves getting ideas, feelings, and experiences across to others. The degree to which the student has synthesized is determined by the effectiveness of his communication.

Some Objectives

1. The student writes, using an effective organization of ideas and statements .....(see items 1 and 2)

2. The student writes an acceptable, creative composition....(see items 1 and 2)

3. The student speaks effectively.....(see item 3)

Some Items

1. Write an essay on a given topic.

2. Write a letter of application for a summer job.

3. Prepare and deliver a two minute speech on "Our School Spirit".

5.20 Production of a Plan, or Proposed Set of Operations

The production of a plan is involved when a student conceives a way of accomplishing a task that is uniquely his own. That is, the synthesis is completed in the act of planning and does not involve carrying out the plan.

This level involves more than planning a particular communication, such as an essay. Rather, it requires that plans be made to produce several communications that, as a group, fulfil a desired purpose. As an example, a student who formulates a plan for campaigning for an office in student government would be performing at this level. Various communications employing different media might be used, and all of them should accomplish a particular function in the overall plan. Formulation of a plan is an act of synthesis at the 5.20 level; implementation of the plan is synthesis at the 5.10 level.

Some Objectives

1. The student plans a group report on a unit of work

2. The student organizes a debate

Some Items

1. Plan a group report on the format of a newspaper

2. Plan the strategy used in debating the resolution, that: physical education is overemphasized in junior high schools

3. Plan a constitution for a students' union

6.00 Evaluation

Evaluation involves the use of criteria or standards for judging accuracy and effectiveness of a communication. The standards for judgment are either determined by the student or given to him. Two sub-classes are described by Bloom.

6.10 Judgment in Terms of Internal Evidence

This level of thinking requires a student to judge a communication with respect to the consistency, logic, and accuracy of its statements. The value of the communication is determined, at this level, by how well it can stand by itself.

Some Objectives

1. The student applies given criteria (based on internal standards) to the judgment of a work

2. The student indicates logical fallacies in arguments

3. The student is able to compare the effectiveness of a method used to develop a proposition or argument with the best possible method available

Some Items

Items 1 to 5:

Given a problem, determine a logical conclusion and judge the logical accuracy of statements in relation to the conclusion.

Read the following material before responding to items 1 to 5.

A car operated by Jones hit a car operated by Brown at an icy intersection. Jones maintains that it was Brown's fault because Brown has a history of being involved in several accidents in the past and has been known to drink too much on occasion. Brown, however, states that although he has been in several accidents in the past, he was never found guilty for causing the accidents and that he hadn't had a drink on the day of the collision in question.

1. Directions: Examine the conclusions given below. Assuming that all the above information is factual, which one of the conclusions do you think is justified?

Conclusions:

A. Jones is chiefly responsible for the accident.
B. Brown is chiefly responsible for the accident.
C. Brown and Jones are equally responsible for the accident.
* D. More information is required to decide who is responsible.

Next to the statements below (items 2 to 5) mark

A. if the statement explains why your conclusion is logical
B. if the statement does not explain why your conclusion is logical

Statements:

B 2. You know Jones and do not like him.

B 3. Brown is a policeman.

B 4. Jones attends church regularly and Brown doesn't.

A 5. It is necessary to know who had the right-of-way.

Note that correct responses to items 2 to 5 depend on the student's answer to item 1. This is not good testing procedure but the items were included because they serve as examples of category 6.10.

6.20 Judgment in Terms of External Criteria

A communication may be accurate and consistent but still not achieve a desired purpose because it fails with respect to standards outside of itself. A student who, for example, evaluates a communication by comparing it with others as to overall effectiveness in selling a product is judging in terms of external criteria.

Some Objectives

1. The student is able to make judgment by examining external criteria

Some Items

Read the following material before responding to items 1 to 7.

When the president of the students' council became confused as to the proper procedure for amending an amended motion, he was referred to T. C. Smith's The Orderly Business Meeting which he found stated procedures contrary to many common practices.

Mark each statement (items 1 to 7) according to the following code:

A. The statement is significant positively (i.e., might lead you to trust his statement and revise your present practice)
B. The statement is significant negatively (i.e., might lead you to mistrust his statement)
C. The statement has no significance

A 1. T. C. Smith was at one time president of the Chamber of Commerce International.

B 2. Most parliamentarians consider his procedure cumbersome.

C 3. The copyright date of the book was 1967.

C 4. The author was educated in Geneva, Switzerland.

A 5. You were referred to this book by your school principal.

B 6. The Orderly Business Meeting is located in the library under fiction.

C 7. T. C. Smith does not appear in Who's Who in Canada.

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